



## CROSS HIGH

1293 Old Hwy 6  
Cross, SC 29436

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	287 Students	
<b>Principal</b>	Sterling Harris	843-899-8900
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

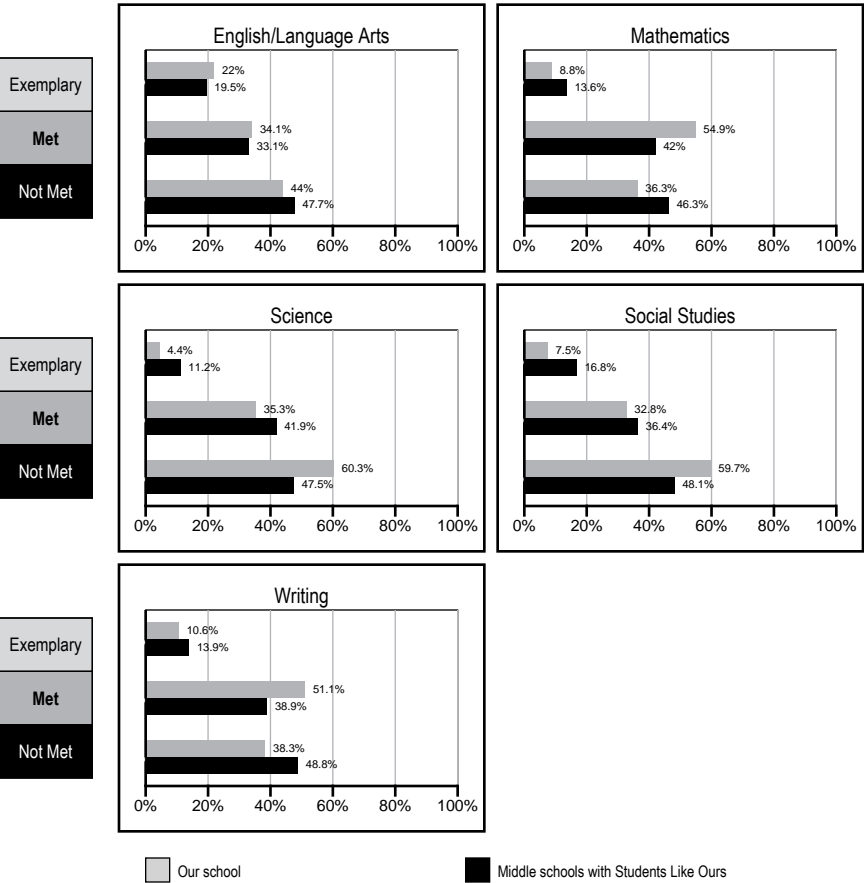
93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	27	17

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	76.9%	92.4%
English 1	76.9%	89.7%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	31.0%
US History and the Constitution	N/A	N/A
All Subjects	76.9%	90.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=287)				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Up from 13.4%	13.5%	24.5%
Retention rate	1.0%	Up from 0.7%	1.0%	0.7%
Attendance rate	97.2%	Up from 96.0%	95.6%	95.9%
Served by gifted and talented program	2.2%	Up from 2.1%	7.3%	17.8%
With disabilities other than speech	16.6%	Down from 21.8%	11.0%	9.2%
Older than usual for grade	5.2%	Down from 6.2%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.0%	0.4%	0.4%
Annual dropout rate	0.0%	Down from 1.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 64.5%	57.6%	60.0%
Continuing contract teachers	63.3%	Up from 58.1%	71.4%	82.6%
Teachers returning from previous year	83.0%	Down from 86.0%	82.2%	85.6%
Teacher attendance rate	94.4%	Up from 93.6%	95.3%	95.3%
Average teacher salary*	\$47,827	Up 0.1%	\$44,142	\$46,300
Professional development days/teacher	19.6 days	Up from 18.1 days	10.5 days	9.9 days
School				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 14.3 to 1	19.4 to 1	21.5 to 1
Prime instructional time	90.5%	Up from 88.1%	89.6%	90.1%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	97.5%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$15,458	Up 19.9%	\$9,410	\$7,634
Percent of expenditures for instruction**	62.7%	Up from 55.0%	62.3%	64.0%
Percent of expenditures for teacher salaries**	58.5%	Up from 50.4%	58.8%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We believe one of the major reasons for our success this year is that we provide individualized intervention for students who are at-risk. We continue to utilize technology to supplement instructional services. Our math and English teachers are able to plan lessons and coordinate them with the laboratory assistants. These strategies have resulted in steady increases in student achievement as measured by both the EOC examinations and the Exit Exam. We have instituted a focus on benchmarking standards so that our students are adequately prepared for standardized assessments.

Our students continue to excel in both reading and writing. We believe that the collaboration and scaffolding that takes place among the reading and English teachers' play a major role in our students' success. Because we are a 7-12 school, our high school teachers are able to plan and coordinate with our middle school teachers. We have focused on staff development regarding data driven decision making for our staff. These measures have allowed us to improve student achievement through a focused curriculum.

This year Cross High School received several awards and recognitions. We were again named a Palmetto Gold/Silver School. We received a Magna Cum Laude award for our students' outstanding progress on SAT assessments. We also helped our district to receive district level SACS accreditation. Our athletic teams were awarded four region championships this year, and we had many region players of the years in these various sports. We maintained our position as a finalist for College Summit School of the year, peer leader of the year, and College Summit teacher of the year competitions.

The nurturing and caring environment that our teachers foster for our students plays a large role in our success. Teachers know each student on a personal level and have a profound understanding of the individual needs of the students. We implemented 100% participation in school clubs, and a school-wide advisor/advisee initiative aimed at character development. We also implemented a school-wide reading initiative designed to improve literacy campus-wide. All of these strategies help Cross High to provide for the overall development of our students for future success.

Sterling Harris, Principal  
Carl Heyward, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%**	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	97	99	43.3	34.4	22.2	68.9	85.3	82.4	Yes	Yes
Gender										
Male	57	100	53.8	28.8	17.3	57.7	81.3	78.7	N/A	N/A
Female	40	97.5	28.9	42.1	28.9	84.2	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	28	96.4	36.4	40.9	22.7	72.7	89	88.9	I/S	I/S
African American	69	100	45.6	32.4	22.1	67.6	78.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	83	I/S	I/S
Disability Status										
Disabled	18	100	77.8	16.7	5.6	27.8	54.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	75	100	41.7	33.3	25	69.4	80.4	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	97	99	35.6	55.6	8.9	82.2	84.4	81.9	Yes	Yes
Gender										
Male	57	100	40.4	55.8	3.8	78.8	82.7	79.9	N/A	N/A
Female	40	97.5	28.9	55.3	15.8	86.8	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	28	96.4	27.3	68.2	4.5	81.8	88.6	88.9	I/S	I/S
African American	69	100	38.2	51.5	10.3	82.4	77.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	50	53	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	75	100	34.7	58.3	6.9	80.6	79.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	73	98.6	59.7	35.8	4.5	40.3	70.9	68.6
Gender								
Male	45	100	61	31.7	7.3	39	70.4	68.3
Female	28	96.4	N/AV	N/AV	N/AV	42.3	71.4	68.9
Racial/Ethnic Group								
White	22	95.5	47.1	41.2	11.8	52.9	79.9	80.7
African American	51	100	64	34	2	36	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	70.8
Disability Status								
Disabled	14	100	71.4	21.4	7.1	28.6	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	60.7
Socio-Economic Status								
Subsidized meals	55	100	58.5	37.7	3.8	41.5	61.8	57.3

Social Studies								
All Students	71	98.6	59.1	33.3	7.6	40.9	75.7	72.5
Gender								
Male	41	100	59.5	29.7	10.8	40.5	74.3	72
Female	30	96.7	58.6	37.9	3.4	41.4	77.1	73.1
Racial/Ethnic Group								
White	20	95	60	33.3	6.7	40	81.1	81
African American	51	100	58.8	33.3	7.8	41.2	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.4	69.7
Socio-Economic Status								
Subsidized meals	54	100	61.5	30.8	7.7	38.5	68.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	49	100	38.3	51.1	10.6	61.7	73.5	73.2	99.9	96.3
Gender										
Male	28	100	42.3	50	7.7	57.7	66.8	67.2	99.9	96.3
Female	21	100	33.3	52.4	14.3	66.7	80.6	79.4	99.9	96.3
Racial/Ethnic Group										
White	14	100	N/AV	N/AV	N/AV	50	78.5	81.5	99.8	95.9
African American	35	100	34.3	51.4	14.3	65.7	64.8	61.3	99.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.1	66.7	N/A	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	N/A	95.5
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	25	27.7	26	99.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	N/A	97
Socio-Economic Status										
Subsidized meals	40	100	33.3	53.8	12.8	66.7	65.4	63.2	99.9	96

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	49	98	39.1	47.8	13	60.9
	8	45	100	71.4	19	9.5	28.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	47	97.9	41.9	39.5	18.6	58.1
	8	50	100	44.7	29.8	25.5	55.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	49	100	53.2	38.3	8.5	46.8
	8	45	100	52.4	35.7	11.9	47.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	47	97.9	32.6	55.8	11.6	67.4
	8	50	100	38.3	55.3	6.4	61.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	49	100	N/A	N/A	N/A	55.3
	8	24	100	69.6	21.7	8.7	30.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	47	97.9	58.1	37.2	4.7	41.9
	8	26	100	62.5	33.3	4.2	37.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	49	100	63.8	29.8	6.4	36.2
	8	21	100	63.2	26.3	10.5	36.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	47	97.9	67.4	27.9	4.7	32.6
	8	24	100	43.5	43.5	13	56.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	98	36.2	51.1	12.8	63.8
	8	44	100	60.5	25.6	14	39.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	49	100	38.3	51.1	10.6	61.7

Abbreviations for Missing Data